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| PLANNING FOR LEARNING  Step 1: Learning Goals |
| **Name:** Amy Stroeder **Grade:** 1 **Topic:** Exploring culture |
| **Big Picture Connections:**  Everyone has a different culture and we must celebrate the various cultures in our classroom and beyond. |
| **Curriculum Outcomes:**  IN1.2 *Examine cultural diversity in the family and school, including exploration of how people are similar and how they are different.*  ***Goal:***  To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.  ***Theme:***  Families (Grade 1)  ***Indicator (A student who has achieved the outcome should be able to:***  Describe the diversity of people within the classroom and school in order to identify ways in which people are similar and ways in which people are different from each other, validating the diversity and value of all. |
| **How I can promote multiple perspectives of this content:**   * Ask all students to describe their culture and any special dress or traditions they have. * The activity involves examining several different cultures. * Children will celebrate their own culture as well as other cultures. |
| **Interdisciplinary Connections:**   * Lesson can be integrated into Arts Education (Art forms connected with holidays, dress, food, etc.) * Lesson can be integrated into English Language Arts (The students will experience new words from the mystery items as well as from the picture book.) |

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| Step 2: Learning Plans |
| **Set:**   * Place pictures on the board from various countries around the world. * Ask students if they can identify what these countries are? * Write on the board as the students guess the countries. * What is it about this picture that makes you think its \_\_\_\_\_\_\_?   Tell the students you have a special assignment for them and on your desk you have 4 mystery boxes which contain special items they must investigate. |
| **Development:**  **?**  **?**  **?**  **?**   * Place the 4 mystery boxes on the front table. * I will select one student from each table group to come and pick a mystery box.   These boxes will contain items from 4 various cultures: Japanese, First Nations, English, and African.   * Once the boxes are on the table, ask the students to keep them closed for a moment. * Read *Suki’s Kimono* to the class pausing often to ask students:  1. Does anyone know what a Kimono is? 2. Has anyone seen a Kimono before? 3. What country do you think this Kimono comes from? 4. What are some ways in which Suki’s kimono is different from what you wear to school?  * After the book is finished, ask each group to open their mystery box. * Let the students explore and examine the contents of the boxes. * After 10 minutes of exploration, ask each table group what their contents contain.  1. What has everyone discovered? 2. What do you think these items represent? 3. Can anyone guess which country or culture these contents are from? How come?   Write on the board the students answers, if they cannot guess the right country/culture, help them come up with answer by asking prompts such as:   1. I’m thinking of a country that has \_\_\_\_\_\_ 2. I wonder if these items could be from \_\_\_\_\_\_   After the answers are on the board, applaud the students for being good investigators.   * Ask students to think of one word which describes the items they found in the mystery boxes. * When they have their word, ask them to write it on a cue card as neatly as possible.   Go around the classroom at this time to help the students with writing and spelling.   * Once the cue cards are filled out, place the cards in a collage format on the wall with the title: “Great Things About Different Cultures” |
| **Closure:**  Ask the students to place all the items back into the mystery box and bring it to the front of the classroom.   * What have we learned from the mystery boxes? * What have we learned from *Suki’s Kimono*? * Does anyone in the class have a special dress/tradition/food which they celebrate with their family? * How can we help people feel welcome in our classroom? |
| **Reflection on and Assessment of Learning:**  Evaluate the students’ understanding by what kind of words they produce.  Listen in on the conversations and exploration about the various items.  Check for understanding about how different items represent different cultures.  Use a class list to checkmark students learning from: Observation, and Cue-Cards. |
| **Resources and Materials:**   * Book: *Suki’s Kimono Chieri Uegaki & Stephane Jorisch* * 4 medium size boxes * 30 cue cards * Various items from 4 different cultures. (These can be clothing, tools, pictures, instruments, etc.) |